

**Learning Area:** Social Sciences/Health and P.E (Inquiry) **Topic:** Diversity **Term:** 1 **Weeks:** 1-10 **Teacher:** Michelle Clarke **Class:** Rm 5 yr 7/8

| Key Competencies   | Competency Focus | Achievement Objectives   |
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| <ul style="list-style-type: none"> <li>• <u>Relating to others</u> = planning to use different types of learning styles</li> <li>• <u>Managing self</u> = working in groups to get a task completed (inquiry question)</li> <li>• <u>Participating and contributing</u> = all students will participate to plan, and undertake the enquiry process</li> <li>• <u>Thinking</u> = using learning styles, planning, organising</li> <li>• <u>Using languages, symbols and text</u> = using resources to find information (primary and secondary resources)</li> </ul> |                  | <p><b>Strand:</b> Health, Social Science</p> <p><b>Level: 4</b><br/> H – Relationships with other people<br/> Relationships – identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses<br/> Identity, sensitivity and respect – recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people<br/> Interpersonal skills – describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people</p> <p>S.S<br/> Understand how people participate individually and collectively in response to community challenges</p> |
| Key Competency Assessment  |                  | Thinking tools/Social/Emotional Planning   |
| Managing self – complete inquiry task ( notes in Inquiry journal)  |                  | <ul style="list-style-type: none"> <li>• Work through the start of Inquiry process as a whole class. Decide on topics as a group and unpack to make subsidiary questions as a class as this could be the first inquiry for some students and unpacking questions and still having them 'beefy' enough can be challenging.</li> <li>• Journals kept so that teacher and students can monitor progress and see what they have achieved and where to next</li> </ul>  |
| Cross-Curricula Links  | Resources        | Grouping/Gifted and Talented Students  |

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| <p>Oral Language<br/>Viewing and Presenting<br/>Art<br/>English<br/>Science</p>  | <ul style="list-style-type: none"> <li>• Straw</li> <li>• Squers</li> <li>• Paint</li> <li>• Pastel</li> <li>• Card- coloured</li> <li>• White card</li> </ul>   | <p><b>Identified Students</b> – None</p> <p><b>Content</b> –</p> <p><b>Process</b> –</p> <p><b>Product</b> –</p> <p><b>Learning environment</b> –</p>  |
| <p><b>Learning Intentions</b> (Students will be able to describe the knowledge, skill, understanding, attitude or value)</p> | <p><b>Success Criteria</b> – developed in conjunction with the children</p>  | <p><b>Teaching and Learning Experiences</b> (Description of intended teaching and learning sequence)</p>   |
| <p><b>Authentic Context</b></p>  |  |  |
| <p><b>Exposure</b></p> <p>Speak clearly and confidently<br/>Be a good audience</p>   | <p><u>Pesenting</u><br/><b>Speaking</b><br/>Speak clearly<br/>Speak at an appropriate volume<br/>speak with hands away from face<br/>Face the audience<br/>Sit up when speaking</p> <p><b>Listening</b><br/>Look at the speaker<br/>Put your hand up if you want to add anytghing<br/>Sit still<br/>Sit quietly</p> <p>Clear voice<br/>- Loud voice so that everyone can hear<br/>- Use expressiom to add interest<br/>- Sit/stand still<br/>- No leaning<br/>- Sit up<br/>- Eye contact</p> | <ul style="list-style-type: none"> <li>• <b>Orientation</b></li> <li>• sharing circles – learning about classmates and creating an enviroment where all students can work</li> </ul> <p>- Discussion about being a presenter and a listener</p> <p><b>Activity</b><br/>introduce your self – share one thing about holidays</p> <p><b>Conclusion</b><br/>Reflection – feedback and feedforward about the sharing circle in general</p> |
| <p>get to know our classmates</p>  |  | <ul style="list-style-type: none"> <li>• <b>Signature game</b></li> </ul> <p>Orientation<br/>Rational: get to know classmates<br/><br/>Being curtiuous</p>   |

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|   |  | <p>How to ask a question?<br/>How to respond to a question?<br/>If you ask a question let them ask a question.</p> <p>Activity<br/>Need to get all signatures – the students sign their own name</p>   |
| <ul style="list-style-type: none"> <li>Use personal experience to write about an experience that happened in the holidays.</li> </ul> | <ul style="list-style-type: none"> <li>Listen to Miss Clarke personal experience</li> <li>Tell a buddy a personal experience of the holidays</li> <li>Identify purpose and audience</li> <li>Write down key words</li> <li>Draft using what we know about good writing</li> <li>Edit</li> <li>Publish</li> <li>Share your work with a partner</li> </ul> | <p>where did my feet take me</p> <p><b>Orientation</b></p> <ul style="list-style-type: none"> <li>Describe to students, an experience I had in my holidays</li> <li>Discuss with a buddy a memorable experience from your holidays</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Exciting starts</li> <li>Words instead of then</li> <li>Events in order of happening</li> </ul> <p>Purpose: to inform classmates about your holidays<br/>Audience: classmates</p>  |
| <ul style="list-style-type: none"> <li>Deconstruct our school guidelines so that children can understand them</li> </ul>              | <ul style="list-style-type: none"> <li>Read the guidelines</li> <li>Decide what guideline we want to start at</li> <li>Write ideas on what each guideline looks like</li> <li>Move onto the next one when finished</li> <li>Speak and or listen to class discussion</li> </ul>   | <p>Guidelines for possiive behaviour</p> <p><b>Orientation</b></p> <ul style="list-style-type: none"> <li>Read through guidelines</li> </ul> <p>Modeling</p> <ul style="list-style-type: none"> <li>What does making good choices look like (positive language not don'ts)</li> </ul> <p>Activity –Group work</p> <ul style="list-style-type: none"> <li>How do we work in groups discussion</li> <li>All groups discuss guideline one</li> <li>Report back to class</li> <li>All groups discuss guideline 2</li> <li>Report back to class</li> </ul><br><ul style="list-style-type: none"> <li>Put out paper with the other guidelines on it</li> <li>Children go around to stops and write what they think the guidelines look like</li> <li>Move to the next one when finished – hop on the bus</li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>Discussion of what has being written</li> </ul> <p>Teaching points</p> <ul style="list-style-type: none"> <li>Using positive sentences – not don'ts</li> </ul> |
| <ul style="list-style-type: none"> <li>Use traffic light thinking to consider our actions before</li> </ul>                           | <ul style="list-style-type: none"> <li>Say what traffic light thinking is</li> <li>Say how we can use traffic light</li> </ul>   | <p><b>Traffic light thinking</b></p> <p><b>Orientation</b></p>   |

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| acting  | <p>thinking</p> <ul style="list-style-type: none"> <li>• Use traffic light thinking to work through scenarios</li> <li>• At scenarios out</li> </ul>  | <ul style="list-style-type: none"> <li>• Reintroduce traffic light thinking</li> <li>• Model one scenario and appropriate choices</li> <li>• How to work in groups</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Act out scenarios in groups</li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>• Groups share with class</li> </ul> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• Group work</li> </ul> <p>Sharing with the class</p>  |
| <ul style="list-style-type: none"> <li>• Be positive about our learning</li> </ul>  | <ul style="list-style-type: none"> <li>• Listen to the story</li> <li>• Think about its meaning</li> <li>• Say what a metaphor is</li> </ul> <p>Ongoing</p> <ul style="list-style-type: none"> <li>• Give things a go</li> <li>• Think we can</li> <li>• Say positive comments about our work</li> </ul>  | <p>Oh the places we</p> <p><b>Orientation</b></p> <ul style="list-style-type: none"> <li>• Read first two pages before play – let the children think about it over play</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• After play</li> <li>• What is a metaphor</li> <li>• Reread first two pages</li> <li>• What do you think this is telling us (there will be hard things in life but we will get around them)</li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>• I think I can</li> <li>• Believe in yourself, I believe in you</li> </ul> <p><b>Teaching points</b></p> <p>Metaphors</p> |
| <ul style="list-style-type: none"> <li>• Use the art technique sgraffito</li> <li>• Create a positive classroom environment that will enhance our learning</li> </ul> | <ul style="list-style-type: none"> <li>• Think about how colours effect the brain</li> <li>• Say what complimentary colours are</li> <li>• Say what cool and warm colours are</li> <li>• Write their name creatively</li> <li>• Colour sections of the background brightly</li> <li>• emphasise their name</li> <li>• No chicken scratching</li> <li>• Paint over in black</li> <li>• Scratch into the paint to reveal your name</li> <li>• Scratch into the paint to reveal an interesting background</li> </ul> | <p><b>sgraffito names</b></p> <p><b>Orientation</b></p> <p>Introduce activity as needing to enhance our classroom environment</p> <p>Talk about different types of colours</p> <ul style="list-style-type: none"> <li>• warm colours</li> <li>• cool</li> <li>• colours complimentary colours</li> </ul> <p>pose the question – how do colours effect our brain and learning?</p> <p><b>Activity</b></p> <p>Children think about the complimentary colours they want to use</p> <p>Decide on a font/ creative way to write their name</p> <p>Write in pencil</p> <p>Use the whole page</p>  |

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|  |   | <b>Conclusion</b><br>Discuss the use of colours<br>Decide where would be a good part of the classroom to display the names<br>Revise complimentary colours<br>Discuss any ideas about colours affecting the brain  |
| <ul style="list-style-type: none"> <li>learn about ourselves and our classmates</li> </ul>                         | <ul style="list-style-type: none"> <li>chose 2 straws</li> <li>say the answer to the questions</li> <li>write the answer to the questions</li> </ul>  | Straws game<br><br><b>Orientation</b><br>Children Choose two different colours straws<br><br><b>Activity</b><br>Tell students that each straw is connect to a queation about themslef and/or their learning<br><br>Children tell the class their answers to the questions<br><br><b>Conclusion</b><br>Write what you learnt about 2 people that you didn't know before<br><br>Pink Staw – who is in your family ?<br>Blue straw – what is your favourite food and brain food?<br>Yellow staw – Who is your favourite singer?<br>Green straw – What is your favourite subject at school?<br>Orange straw – What is your favourite game? |
| <ul style="list-style-type: none"> <li>Unpack the MI and summarise them so we understand what they mean</li> </ul> | <ul style="list-style-type: none"> <li>Say what summarising is</li> <li>Read the information</li> <li>Select the key points</li> <li>Write ey poits into senteces to form a paragraph</li> <li>Share with the class</li> <li>Reflect on group work</li> </ul> | Multiple Intelligences<br><br><b>Orientation</b><br>Recap from yesterday looking at the MI wheel<br>What does summarise mean?<br><i>Model</i> <ul style="list-style-type: none"> <li>Musical/Rhythmic –</li> <li>Read it out loud</li> <li>What were the main points</li> <li>Put the main points into a sentence to make a paragraph</li> </ul> <b>Activity</b><br>In groups children summarise one of the MI<br>Read out loud – key points – paragraph<br><br><b>Conclusion</b><br>Share paragraph with the class<br>Copy into books<br><br>Key competency group work focus here. I got children to refelct on how their group       |

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|   |   | worked and one thing they could improve on when working in a group   |
| <ul style="list-style-type: none"> <li>Set goals for the first 4 weeks of the term</li> </ul> | <ul style="list-style-type: none"> <li>Say why we set goals</li> <li>Identify goals they need to work on</li> <li>Set SMART GOALS</li> <li>Work to achieve goals</li> </ul>                               | <p><b>Orientation</b><br/>Why is it important to goal set</p> <p><b>Activity</b><br/>Smart goals<br/>S – specific<br/>M – measurable<br/>A – action steps<br/>R – realistic<br/>T – timeframe</p> <p>Set smart goals</p> <p><b>Conclusion</b><br/>Write goals on to goal stars and display around the room</p>   |
| display our class faces on the wall using coloured paper, a photo and glitter                 |   | <p>Model -</p> <p>Glitter – part at a time so glue doesn't dry</p> <p>Place glitter on using a tea spoon</p> <p>Shake glitter off into tray</p>  |
| We are learning to respect and appreciate one another's diversities                           | <p>We will know we have done this when we:</p> <ul style="list-style-type: none"> <li>can learn about one another's differences</li> <li>learn ways to celebrate one another's unique cultures</li> </ul> | <p><b>Freckle face strawberry</b><br/>Read book to class called "freckleface strawberry". Stopping at every couple of pages to ask for any ideas or themes that may have come up that the children may want to start thinking about. At the end of the story, get a big piece of paper out to write down all of the ideas or thoughts we had about the story. Class discussion about how this story made us feel.</p> <p>Split children up into pairs to go off and write down five things the same about one another and five things different about one another. Come back to the mat and share their findings with the class.</p> |
|   |   | <p><b>Cultures we are from</b></p> <ul style="list-style-type: none"> <li>think about where you are from</li> <li>think about what countries your family are from</li> </ul> <p>You have 2 min to write down what countries/cultures you are from</p> <p>Get students to find</p> <ul style="list-style-type: none"> <li>someone who is exactly the same as them</li> <li>someone who is completely different from them</li> <li>someone who is a little bit the same as them</li> </ul>   |
| We are learning to acknowledge and  | We will know we have done this when   | <b>A place in the Middle</b>   |

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| appreciate the contributions each one of us can make to Room 5   | we: <ul style="list-style-type: none"> <li>· understand we are all different</li> <li>· we each have something different to offer to the classroom</li> <li>· we appreciate that we each have an important part to play in Room 5</li> </ul> | Read book to class called “A place in the Middle”. I asked the children to think about what the main messages in this story could be. At the end of the story we brainstormed the way this book made us feel. I asked the class to organise themselves into the shortest to the tallest without talking. Then I asked them “why did I ask you to do this activity?” They weren’t sure so I asked the shortest person in the class “are you more important then...?” I asked the tallest in the class “are you more important then...?” we spoke as a class about how important each one of us are to our class environment. |
| Being Curious  |  | Discussion about cultures at home   |
|  |  | Countries we are from (homework and class)<br><br>Children have been given as part of their homework, a task to find something that is special to them and their families culture. We will then share together in class on Friday what we each found.<br><br>Take a photo of what each person brought so that we can create a display   |
| We are finding out how to say ‘hello’ in ten different languages | <ul style="list-style-type: none"> <li>· come to school prepared to share our ten greetings in other languages</li> </ul>  | Children have been given a task to find out ten different ways of saying ‘hello’. We will display these on our diversity wall and practice them each morning when calling the roll  |
| Question   | Big enough<br>Everyone can research it<br>Has a focus<br>Uses the word diversity   | What makes a good question? <ul style="list-style-type: none"> <li>· big enough</li> <li>· - everyone can research it</li> <li>· has a focus</li> <li>·</li> </ul> What could our question be?<br>Remember to get the word diverse or diversity in there<br><br>Came up with<br>How are cultures diverse?<br><br>Look at countries and how they are similar and different. (could we set up a booth for each country/culture and share about it to celebrate the diversity)<br><br>Brainstorm countries could we look at<br><br>Create a criteria about what we are researching<br>Must do's<br><br>Can do's                |

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|                   |  | <p>Came up with</p> <p>Must Include</p> <ul style="list-style-type: none"> <li>• The Currency (money) - relate it to NZ \$1.00</li> <li>• How they celebrate</li> <li>• Flag</li> <li>• Languages they speak</li> <li>• Traditional food they eat</li> <li>• Traditional clothing</li> <li>• The time difference from New Zealand</li> <li>• Population</li> <li>• Housing</li> </ul> <p>Could Include</p> <ul style="list-style-type: none"> <li>• National Sports</li> <li>• Officials (P.M, Queen,President)</li> <li>• Toys</li> <li>• Music</li> <li>• Musical Instruments</li> <li>• Dance</li> <li>• Schooling</li> <li>• Routines/tradition</li> <li>• Land mass/size</li> <li>• Animals</li> <li>• Famous People</li> </ul> |
| Research (skills) |  | <ul style="list-style-type: none"> <li>· Discuss ways to find information</li> <li>· Came up with</li> <li>· Internet</li> <li>· Books</li> <li>· Library – public</li> <li>· Ask specialists</li> <li>· Documentaries</li> </ul> <p>Had a discussion around reliable sites – wikipedia = anyone can put anything on it<br/>To see if it is true it is good to find it at least twice.<br/>Some sites are more reputable than others – usually the ones that come up in google first.</p> <ul style="list-style-type: none"> <li>·</li> <li>· - paraphrasing</li> <li>· - skimming and scanning</li> <li>· - search and summarising</li> </ul>   |



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|                                 |  | <ul style="list-style-type: none"> <li>- glossaries/index</li> <li>- reliable sources on the web</li> </ul>  |
| Write ideas using our own words | <p>Say why we need to write ideas into our own words</p> <p>Write ideas in our own words</p>                                     | <ul style="list-style-type: none"> <li>Writing ideas in own words</li> </ul> <p>Writing exactly what the source says is plagiarism. You are able to use the author's ideas and turn it into your own words. This is called paraphrasing.</p> <p>Look in books find examples of sentences and practise rearranging them so that they say the same thing using different words.</p>  |
| <b>Summarise findings</b>       | <p>Say what a summary is</p> <p>Identify key words</p> <p>Write the information into 50 words or less.</p> <p>It makes sense</p> | <ul style="list-style-type: none"> <li>Summarising findings</li> </ul> <p>Discuss what a summary is</p> <p>A summary is a shortened version of the text that contains all the main points. Summarising is an important skill that helps us when we are researching, gathering and presenting info.</p> <p>Finding key words and phrases helps us to summarise the text.</p> <p>Discuss what key words are</p> <p>A key word is something that unlocks things</p> <p>A key word is a word that unlocks the meaning of a sentence. It helps you to understand a sentence</p> <p>Example</p> <p>The whale is a mammal</p> <p>Key words are WHALE and MAMMAL</p> <p>Clues to help identify key words</p> <ul style="list-style-type: none"> <li>key words are directly connected to the topic</li> <li>key words are often repeated in the title and the text</li> <li>A key word helps you to remember an important idea</li> </ul> <p>Teacher to read out a piece of text and students are to summarise it into less than 50 words</p> |
| <b>Present Findings</b>         |  | <p><b>Possible ways</b></p> <ul style="list-style-type: none"> <li>Production</li> <li>Key note</li> <li>Photo Gallery</li> <li>Sign</li> <li>Podcast</li> <li>Book</li> <li>Play</li> <li>Song</li> <li>Film</li> <li>Video</li> </ul>  |

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|  |  | <ul style="list-style-type: none"> <li>· Puppet Show</li> <li>· Poster</li> <li>· Interview</li> <li>· Dance/cheer</li> <li>· Documentry</li> <li>· Newspaper</li> <li>· Magazine</li> <li>· Brainstorm</li> <li>· Game</li> <li>· Model/mobile</li> <li>· Speech</li> <li>· Website</li> </ul>  |
|  |  | <p><b>Came up with</b></p> <p><b>Task complete study about a country or culture to celebrate how it is diverse.</b></p> <p>Must Include</p> <p>What diversity is and why it is important</p> <ul style="list-style-type: none"> <li>• The Currency (money) - relate it to NZ \$1.00</li> <li>• How they celebrate</li> <li>• Flag</li> <li>• Languages they speak</li> <li>• Traditional food they eat</li> <li>• Traditional clothing</li> <li>• The time difference from New Zealand</li> <li>• Population</li> <li>• Housing</li> </ul> <p>Could Include</p> <ul style="list-style-type: none"> <li>• National Sports</li> <li>• Officials (P.M, Queen,President)</li> <li>• Toys</li> <li>• Music</li> <li>• Musical Instruments</li> <li>• Dance</li> <li>• Schooling</li> <li>• Routines/tradition</li> <li>• Land mass/size</li> <li>• Animals</li> </ul> |

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|                    |  | <ul style="list-style-type: none"> <li>• Famous People</li> <li>• Other</li> </ul> <p>Must include at least</p> <ul style="list-style-type: none"> <li>• One paper version (poster, brochure, etc)</li> <li>• One media (keynote, photos, movie, etc)</li> </ul> <p>One made (Flag, food, etc)</p> <p><b>Discussions around layout</b><br/> <b>Show class ICT skills</b></p> <ul style="list-style-type: none"> <li>· Creating a folder on the desktop</li> <li>· Saving to a folder</li> <li>· Using pages – bullet points, text boxes...</li> <li>· Using keynote – inserting images, transitions, new pages...</li> </ul>  |
|                    |  | <p><b>Cultural Shared Lunch</b></p> <p>Students bring in food from another culture/country and share it with the class.<br/> Needs to have the countries name and flag next to the food item they bring in.</p> <p>Discuss why we are doing this.<br/> Discuss respecting/trying new food.</p>  |
| <b>Evaluate</b>    |  | <b>Diversity Ruberic</b>  |
| <b>What next ?</b> |  | <p>Cultural celebration day – Rotation of 6 activities</p> <ul style="list-style-type: none"> <li>- Spanish Cooking</li> <li>- South African cooking</li> <li>- Maori Cooking</li> <li>- South African Game</li> <li>- Maori Game</li> <li>- French Game</li> </ul> <p>3 Classes are split into 6 groups. They rotate around the activities spending 30 minutes at each activity.</p> <p>Share with Rm 6 and 2 – Record, give feedback/forward<br/> Share at celebration – movie about learning (Thom to lead, with assistance from other students).<br/> Continue to respect, accept, acknowledge learn about diversity.</p> |

**Assessment Task(s)**

[Diversity rubric](#)

**Evaluation of Learning**

**Evaluation of Teaching**